

Advanced Placement Language and Composition (full year)

J. Gillette 2011-12

Probably the most common college English course is "freshman" or introductory composition. AP English Language and Composition is a version of such an introductory college course, one appropriately shaped for pre-college age students.

In AP English Language and Composition, student reading and writing experiences focus on nonfiction prose. Students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, learning to observe and analyze the words, patterns, and structures that create subtle effects of language. Writing tasks give the practice necessary to make aware, flexible writers who can compose in different modes and for different purposes. Frequent writing conferences on major papers are designed to support efforts to gain confidence and control over writing and to harness the power that comes from creating well-crafted prose. Students will also prepare for the AP examination on Language and Composition in May, for which a fee is charged by the College Board.

COURSE OBJECTIVES:

(based on AP English Course Description found on apcentral.collegeboard.com/englang)

Students will:

- *write in several modes (narration, exposition, argumentation, analysis) about a variety of subjects
- *write essays that proceed through the draft process, making use of teacher and peer feedback
- *write informally to gain awareness of and develop themselves as writers
- *respond in a variety of modes (expository, analytical, argumentative) based on readings representing a wide variety of prose styles and genres
- *read numerous and varying examples of nonfiction (essays, journalism, political writing, science writing, nature writing, autobiographies/ biographies, diaries, histories, criticism)
- *analyze how graphic and visual images relate to written texts, as well as serve as alternate forms of texts themselves
- *use research skills, specifically evaluate, use and cite primary and secondary sources; students will present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- *cite sources using MLA style citations
- *conference with me both before and after the final revision process to:
 - learn to use a wide-ranging vocabulary appropriately and effectively
 - learn to use a variety of sentence structures, including appropriate use of subordination and coordination
 - learn logical organization, enhanced by specific techniques to increase coherence, such as: repetition, transitions and emphasis
 - learn to balance general and specific illustrative detail
 - learn rhetorical effectiveness, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and syntax

EVALUATION:

50% PROCESS (Informal work through which student is developing knowledge: responses to assigned reading, in-class projects, rough drafts of major work, thoughtful *contribution toward* discussion as well as *lack of distraction away from* class atmosphere.)

50% PRODUCT (Formal writing or project work: analytical writing, personal essays, imitation exercises. This work should reflect thoughtful development, editing, and revision.)

N.B.: Unlike many English courses, this counts toward a year-long credit. Failure to complete the year for any reason will eliminate your chance of securing credit for any portion of the year's work.

COURSE TEXTS may include:

Bird by Bird by Anne Lamott

The Norton Reader 9th ed.

Language Awareness ed. Paul Escholz

Everyday Use by Hephzibah Roskelly and David Joliffe

Everything's An Argument by John J. Ruszkiewicz

Walden by Henry David Thoreau (excerpts)

Pilgrim at Tinker Creek by Annie Dillard

One Man's Meat by E.B. White

Huckleberry Finn by Mark Twain

1984 by George Orwell

The World Is Flat by Thomas L. Friedman

Guns, Germs and Steel by Jared Diamond

Cliffs AP English Language and Composition 2nd ed.

selections from recent periodicals (e.g. *The New Yorker*, *Harpers Magazine*, *The Atlantic*)

Quarter 1: Rhetorical Triangle; analyzing and writing personal essays; focus on E. B. White

Quarter 2: Understanding language and levels of discourse; slant, propaganda, and charged language; applications in imaginative literature; visual argumentation

Quarter 3: Clustered texts on educational philosophies; extended arguments; the student-generated research synthesis essay

Quarter 4: Clustered texts on themes of beauty, war, wit; preparation for the AP Exam

I am available in Room 124 before school, after school, and during prep periods or study halls (**Red 2, Red 3, White 2**) to meet with students or parents for extra help or special concerns.

I prefer email contacts, and typically reply within the day:

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You can also call me outside of classroom hours:

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Class wikispace site

<https://english-gillette.wikispaces.com/>